

Meeting Title I Requirements Part One

Tuesday, February 26, 2008

10:45 AM – 11:45 AM

OPI Title I Staff

- BJ Granbery
- bgranbery@mt.gov 444-4420
- Ron Lukenbill
- rlukenbill@mt.gov 444-2080
- Terry Teichrow
- tteichrow@mt.gov 444-2036
- Jack O'Connor
- jo'connor2@mt.gov 444-3083
- Nancy Coleman
- ncoleman@mt.gov 444-3551

Future of Title I Onsite Monitoring

- Federal Review of Montana's Title I Part A program in June of 2007
- Overarching Finding: OPI's procedures are insufficient to ensure compliance
- OPI must devise and implement monitoring procedures that include a risk analysis to determine when an onsite visit is warranted.

Monitoring

- OPI will implement a risk-based approach to identify patterns that may emerge indicating areas that may need closer monitoring or on-site attention.
- OPI Title I staff will soon launch a system of desk monitoring steps that will sample districts for a variety of products and requirements.

Monitoring

- By utilizing a checklist modeled after the federal monitoring instrument and by collecting specific evidence from districts through a series of desk monitoring steps, OPI will determine which, if any, districts may need an on-site visit to make a compliance determination so that instances of non-compliance are corrected in a timely manner.

Monitoring

- One purpose of these sessions at the conference is to help district personnel understand requirements before the new monitoring process begins.
- Another is to give you information that can assist you in providing better answers to narrative questions in E-Grants application, such as for parent involvement.

**Some important but lesser
known state level
requirements that the SEA is
monitored on.....**

Committee of Practitioners

- A Committee of Practitioners (COP) must include the majority of its members from districts.
- The membership must include: administrators, teachers (including vocational educators), parents, local school board members, representatives of private school children, and pupil services personnel.

COP

- The COP must review any policy established by the OPI for Title I Part A and advise the OPI on that policy.
- The COP usually meets one or two times per year (sometimes by conference call).

SEA Complaint Policy

- The complaint policy is found in the OPI State and Federal Grants Handbook, Section 200-4.
- Any individual or organization may file a written, signed complaint with the OPI.

Complaint Policy

- The complaint must be addressed to the OPI program director.
- It must include a statement that OPI or a sub-grantee has violated a requirement of a federal statute or regulation or a state statute or administrative rule that applies to the state or federal grant program.

Complaint Policy

- The statement must identify:
 - The specific section of the law, regulation or administrative rule that has been violated; and
 - The facts upon which the statement is based.

Audits and Findings

OPI

- Review by US Dept. Of Education team - June 4-8, 2007
 - OPI's procedures for monitoring of LEAs for compliance with ESEA Title I statutes, regulations, program plans and applications were insufficient.
 - OPI's procedures for ensuring LEAs notify parents of program improvement and parent involvement requirements were insufficient.

Audits and Findings

OPI

- Review by US Dept. Of Education team - (continued)
 - OPI's procedures for monitoring of LEAs for compliance with the within-district allocation requirements were insufficient.
 - Equitable services to students, teachers and families attending private school.
 - LEA control of program serving private schools.

Audits and Findings

OPI

- Follow-up written response to findings and recommendations within 30 days after receipt of final report.
- Written response involves Title I staff and other OPI staff.

Audits and Findings

LEAs

- Prepare for on-site monitoring and annual audit with internal controls.
 - Effectiveness and efficiency of operations.
 - Compliance with applicable laws and regs.
 - Reliability of financial reporting.
 - Safeguarding of assets.
 - Small and attractive items

Audits and Findings

LEAs

- Components of Internal Control
 - Proper authorization
 - Appropriate documentation
 - Communication between program and financial staff
 - District/School monitoring

OMB Circular A-133

Compliance Supplement

- <http://www.whitehouse.gov/omb/circulars/a133/a133.pdf>
- This is the tool auditors use.
- Use A-133 to help organize documents for audit.
- Specific audit tests are included.
- Even if the district is not subject to a Single Audit (under \$500K threshold of federal funds), it is a very useful “checklist” for all grant recipients.

Supplement not Supplant

- Schoolwide program schools, are not required to provide supplemental services to targeted children.
- An SWP must use Title I funds only to supplement the amount of funds/services that would, in the absence of Title I funds, be made available for schoolwide program schools.

Supplement not Supplant

- In a targeted assistance school, federal funds must be used to supplement and in no case supplant state and local resources.
- “What would have happened in the absence of the federal funds?”

Supplement not Supplant Presumptions (TAS)

See A-133 Compliance Supplement

- Presume supplanting occurred if federal funds were used to provide services that:
 - Were required to be made available under other federal, state or local laws.
 - Provided with non-federal funds in prior year.
 - Provided to non-Title I students from other funds.

Supplement not Supplant Presumption Rebutted

- If SEA or LEA demonstrates it would **NOT** have provided services if the federal funds were **NOT** available.
- **NO** non-federal funds available this year.
 - Documentation available to confirm this.
 - State or local legislative action or board minutes.

Exclusion from Supplement not Supplant

- An LEA may exclude from its compliance with the supplement, not supplant requirement, state or local funds expended for programs that meet the intent and purpose of Title I, Part A.
- See Title I regulations and section 1115 of statute.
- This will be critical to know when trying to implement Response to Intervention.

Maintenance of Effort (MOE)

- An LEA (local educational agency or district) may receive funds only if the SEA (state educational agency or OPI) finds the combined fiscal effort per student or the aggregate expenditures of the LEA from state and local funds from preceding year not less than 90% of second preceding year.

MOE

- Federal funds are excluded.
- OPI uses information from the Annual Trustees' Financial Summary to run the calculations.
- Fiscal effort per student is run three ways: by Average Daily Attendance (ADA), Enrollment, and Average Number Belonging (ANB).

MOE

- If an LEA fails MOE, the SEA must reduce amount of allocation in the exact proportion by which the LEA fails to maintain effort below 90%.
- SEA must reduce all applicable ESEA (Elementary and Secondary Education Act) programs, not just Title I.
- The target for the the next year is the 90% figure, not the actual expenditure level.

Comparability

- An LEA may receive Title I Part A funds only if it uses state and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to the services provided in non-Title I schools.
- Reasonable variance of 10% is ok.

Comparability

- Does not apply if enrollment is less than 1,000.
- Does not apply if only one school per grade span.
- Determination must be made annually.
- Only about 25 districts in MT must do it.
- Can exclude “Title I like programs.”

Comparability

- Form and directions mailed each year in the fall and can be found in the OPI State and Federal Grants Handbook.
- If a discrepancy of more than 10% is found, the LEA must adjust staff immediately or no later than the start of the second semester.
- This means staff transfers or hiring of additional staff with state or local funds.

Assurances

- There are common assurances and program specific assurances related to comparability and many other requirements.
- Print out the assurances and read them to understand what you are agreeing to!

Assurances

- For example, two assurances that are requirements in meeting comparability are:
- a district wide salary schedule,
- and a policy to assure equivalence among schools in resources from state and local funds.

SEA/LEA Allocations

- State Title I Part A Allocation is the total of all district allocations as determined by USED.
- Four pots of money: Basic, Concentration, Targeted, and Education Finance Incentive Grant (EFIG).
- These are commingled at district level and used for identical purposes.

SEA/LEA Allocations

- The allocation formula includes:
- U.S. Census Bureau estimates of low-income children ages 5-17
- Children in locally operated institutions for neglected and delinquent children
- Foster children
- Children in families above federal poverty level receiving TANF (welfare) assistance

SEA/LEA Allocations

- The formula also factors in the state per-pupil expenditures (PPE).
- After USED calculates the grants for each eligible district, states must adjust them for several factors. So district allocations published on the USED Web site are never correct final allocations (even though it may say “final”).

SEA/LEA Allocations

- States deduct authorized amounts for:
- administration (1% or if 1% yields less than \$400,000, may deduct \$400,000)
- school improvement (4%)
- academic achievement awards (5% of any increase if there is an increase)
- Also deduct MOE reductions

Hold-harmless

- All 4 formulas provide for a variable hold-harmless guarantee for each LEA of 85, 90, or 95% of the previous year's allocation.
- The hold-harmless % depends on the formula child rate of each LEA.
- For Basic, Targeted, and EFIG, an LEA must meet the eligibility criteria in order for hold-harmless protections to apply.

Hold-harmless

- For Concentration grants, the hold-harmless provision applies to an LEA for four years even if it no longer meets the eligibility criteria.
- This accounts for some very small allocations that get reduces by 5, 10, or 15% every year until the four years is up.

Preliminary 08-09 Allocations

- USED expected to release in late February or early March
- Will use:
- Income year 2005 census estimates
- Updated SY 2005-06 SPPE data
- Data on N or D children, foster children, and children in families above poverty receiving TANF assistance used last year.

Preliminary Allocations

- After OPI receives preliminary allocations it takes 2 - 3 weeks to make all the adjustments and double check them.
- USED will release final allocations in May at the earliest. It is usually June or early July before we get them. Again, it takes time to make final adjustments.

Carryover

- Districts with allocations of \$50,000 or more are limited to 15% carryover.
- Districts with allocations of less than \$50,000 may be identified by OPI as having excess carryover, if it exceeds 40% of the current year allocation.

Carryover

- Carryover is determined by OPI after final fiscal close-outs are received.
- Carryover is now loaded into E-Grants so districts can go in and create an amendment to add the carryover to the budget and make other needed changes.

Reallocated Funds (limited)

- These are made up of:
- Funds not applied for by eligible districts
- Excess carryover
- MOE reductions
- Excess Current Allocation (based on OPI policy to determine if a district receives more than it can reasonably use)

Reallocated

- These funds are “reallocated” for one year to districts that have lost eligibility for a Basic grant for the first time and, if funds remain, to other district with demonstrated additional need.
- These funds are very limited and only a few applications can be approved.

Within District Allocations and Selection of Eligible Schools

- District allocations are calculated by the US Department of Education and are based on US Census poverty data and Non-Census data.
 - Any district level set asides taken off the top.
 - Required and permissive amounts
 - District allocates to eligible schools on basis of Free/Reduced lunch counts.
 - District must rank eligible schools if:
 - Enrollment is greater than 1,000
 - More than one school per grade span

Within District Allocations and Selection of Eligible Schools

- If Ranking of Schools is required:
 - District must rank all schools in system on basis of low-income percentage.
 - District allocates funds on basis of per-pupil amount.
 - District has some discretion in determining the per-pupil amount, i.e., grade span.
 - Higher poverty schools must receive more or same as lower poverty schools.

Within District Allocations and Selection of Eligible Schools

- If Ranking of Schools is required:
 - **NOTICE: *The 125 percent rule***
 - If a district chooses to fund any schools with less than 35% low income students, then all schools above 35% must receive at least 125% of the district per-pupil amount.

Within District Allocations and Selection of Eligible Schools

- “Grandfather” Provision
 - If a school was eligible the previous year, but is no longer eligible, the district may allocate funds for one additional year.
- “Feeder Pattern” Provision
 - The student low-income percentage from a school that “feeds” another school may be used to calculate the same low-income percentage for the higher grade school.

Within District Allocations and Selection of Eligible Schools

- School (Attendance Center) Allocation includes:
 - Funds for services provided to public school students.
 - Funds for equitable services provided to non-public school students, if required.

(Amounts are shown on ESEA/NCLB Title I Targeting Step 4 page on E-Grant Application)

Questions

- Any questions on Part One ?

Meeting Title I Requirements Part Two

Tuesday, February 26, 2008
1:45 PM – 2:45 PM

Schoolwide Programs (SWP)

- General Issues
- Program Requirements
- The Schoolwide Plan
- The Six-Step Planning process
- Guiding Principles and Practices of Effective Schoolwide programs
- Key Elements
- Resources

What is a Schoolwide Program?

- A schoolwide program is a comprehensive reform of the entire school to better serve students.
- The program is designed to generate high levels of academic achievement in core academic areas for all students, especially those who are not demonstrating proficiency in meeting the State's academic content and achievement standards.

General Schoolwide Issues

An LEA may consolidate and use Title I funds with other Federal, State, and local funds in order to upgrade the entire educational program of a school,

IF the school is eligible for Title I and meets the 40% (or greater) poverty threshold.

REQUIRED: One year of planning with involvement of all stakeholders and an outside consultant.

General Schoolwide Issues

“Public schools can become schoolwide programs, not school districts.”

“Each of the Title I schools in a district can run schoolwide programs, if eligible under the poverty threshold.”

Private schools are not eligible for schoolwide services.

General Schoolwide Issues

- A schoolwide program that consolidates all its state, local, and federal funds is not required to maintain separate fiscal accounting records for each of those programs.
- A schoolwide program shall maintain records that demonstrate that the program, as a whole, addresses the intent and purposes of each of the Federal programs consolidated to support it.

General Schoolwide Issues

- The amount of Federal funds used in a schoolwide program must be supplemental (in addition) to the amount of State and local funds the school would otherwise receive.

General Schoolwide Issues


- Schoolwide programs are not relieved of requirements relating to health, safety, civil rights; student and parental participation and involvement; services to private school children; maintenance of effort; comparability of services; and distribution/receipt of funds to SEAs or LEAs.

Schoolwide Program Requirements

10 Implementation Components

1. Comprehensive needs assessment
2. Schoolwide reform strategies
3. Instruction by highly qualified teachers

SWP Program Requirements

-  High quality and ongoing professional development.
- 5. Strategies to attract highly qualified teachers.
- 6. Strategies to increase parental involvement.
- 7. Plans for assisting preschool children in the transition from early childhood programs to local elementary programs.

SWP Program Requirements

8. Inclusion of teachers in decisions about the use of academic assessment information for the purpose of improving student achievement.
9. Effective, timely and additional assistance for students who have difficulty mastering the standards at proficient and advanced levels.
10. Coordination and integration of Federal, State and local funds, services and programs.

SWP Program Requirements

Schoolwide programs are subject to the requirements of the following:

- Section 1111 – State Plans (standards, assessments, AYP, accountability)
- Section 1116 – Academic Assessment and LEA and School Improvement (school identification for improvement, supplemental services, choice, etc.)
- Section 1117 – School Support and Recognition (school support teams)

SWP Program Requirements

Schoolwide programs are also subject to the requirements of the following:

Section 1118 – Parental Involvement
(input, involvement, notification)

- Section 1119 – Qualifications for Teachers and Paraprofessionals (general requirements)

Schoolwide Plan

Elements of Planning

- Planning is a systematic process for developing a new or refined vision, setting priorities, and defining a more effective school organization and governing structure.
- Planning is a mechanism for building a constituency to support school change and should involve school staff, parents, and the community.

Schoolwide Plan

Six-Step Planning Process

Step 1. Establishing a planning team

Step 2. Conducting a comprehensive needs assessment

Step 3. Clarifying needs and finding Scientifically based strategies

Six-Step Planning Process

Step 4. Setting Schoolwide Program Goals

Step 5. Writing the Schoolwide Plan

Step 6. Finalizing the Schoolwide Plan

Schoolwide Program

CORE ELEMENTS

Comprehensive Needs Assessment

Comprehensive Plan

Annual Evaluation/Annual Review

Once a schoolwide program is implemented these core elements become a **continuous process.**

Schoolwide Program

Key points to consider:

Prioritize major issues and address the most pressing ones initially

Goals should be drafted (both achievement and operational)

Research-based strategies and action steps should be developed to address the established goals

Targeted Assistance Programs

- School is ineligible to operate or decides not to operate a schoolwide program
- Title I services are provided only to students identified and selected by multiple educationally related measures, i.e., class/course grades, state or district assessment results, parent referral.

Targeted Assistance Programs

- LEA/School develops criteria/procedures to provide services to students failing to meet state standards in reading and math.
- District documents that Title I funds were used for an allowable activity.

Targeted Assistance Programs

- Identified students may be placed on a prioritized list to receive needed services when funding for Title I services is limited.
- Students with IEPs must receive identified services from Special Education staff and may not receive the same services from Title I staff.

Targeted Assistance Programs

- Instructional Models/Research Based
 - In regular classroom with limited pull-out.
 - Extended learning time: before or after school.
 - Incidental inclusion of non-targeted pupils.

Targeted Assistance Programs

- Review on an ongoing basis
 - The progress of participating children, and
 - Revising the targeted assistance program, if necessary, to provide additional assistance to enable children to meet State's challenging standards.

Teacher and Paraprofessional Requirements

- All teachers of core academic subjects must be “highly qualified”.
- Major coursework in subject area.
- Licensed by Montana and have endorsement for grades and subjects taught.

Teacher and Paraprofessional Requirements

- **NCLB Requirement for all states:**
 - **OPI must ensure that all public school teachers of core subjects meet the requirements no later than the end of the 2005-2006 school year.**

Teacher and Paraprofessional Requirements

- Core Academic Subjects include:
 - English
 - Reading/Language Arts
 - Mathematics
 - Science
 - Foreign Language
 - Civics and Gov.
 - Economics
 - Arts
 - History
 - Geography

Teacher and Paraprofessional Requirements

- Instructional Paraprofessionals
 - Must hold a high school diploma or GED, **and**
 - Completed two years of higher education, or
 - Earned an Associate of Arts or higher degree, or
 - Completed a formal local assessment of ability to assist in teaching of reading, math or writing.

Teacher and Paraprofessional Requirements

- Instructional Paraprofessionals
 - May perform the following duties under the direct supervision of a highly qualified teacher.
 - One on one tutoring, if tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher.
 - Assist with classroom management, i.e., organizing instructional materials.

Teacher and Paraprofessional Requirements

- Instructional Paraprofessionals
 - May perform the following duties under the direct supervision of a highly qualified teacher.
 - Assist with computer instruction.
 - Conduct parent involvement activities.
 - Perform instructional support in a library

Teacher and Paraprofessional Requirements

- Direct Supervision of Instructional Paraprofessionals
 - The teacher must plan the instruction activities the paraprofessional carries out.
 - The teacher must evaluate the achievement of the students.
 - The paraprofessional must work in “close and frequent physical proximity” to the teacher.

Questions

- Any questions on Part Two?

Meeting Title I Requirements Part Three

Tuesday, February 26, 2008

3:00 PM – 4:30 PM

Local Report Cards

- Each LEA and each school in the LEA must produce and distribute a Report Card with required elements.
- The OPI NCLB Report Card available online provides all but one of the required elements, but the LEA must inform parents about its availability and assist them in accessing it as necessary (providing printed copies or providing computer use).

Local Report Cards

- An LEA or school can add other elements to the Report Card, but must ensure that all the required elements are included and made known.
- The one element OPI does not collect and is not on the Report Card is professional qualifications of teachers (degrees held).
- These should be added to Local Report Cards by the LEA or school.

Data Reporting and Uses

- The data we publish and report is only as good as what is entered.
- Almost all of Title I required reporting is done through AIM or ADC.
- Some data varies significantly from past years, so doubt is cast on accuracy.
- Title I directors, teachers, and principals must be sure to communicate with AIM and ADC coordinators.

Data Reporting and Uses

- Data on paraprofessional qualifications must be accurately reported in ADC.
- For the 06-07 school year, ADC data shows only 63% of Title I paraprofessionals have met the NCLB requirements for paraprofessionals.
- We should have reached 100% compliance by the end of SY 05-06.

Data Reporting and Uses

- iAnalyze trainers are available from OPI through Judy Snow or Title I. Title I has focused on schools in improvement so far.
- The iAnalyze tool must be used by teachers in order to be effective. It is not good enough for just one person at district level to understand and use the data.
- In many districts, nobody seems to know about the statewide assessment data and what it means. This is one of the keys to standards based reform!

Parental Involvement

“YOU NEED TO HAVE PARENT
INVOLVEMENT, BEFORE YOU HAVE
PARENT INVOLVEMENT”

WRITTEN POLICY

An LEA (District) may receive funds...only if the LEA implements programs, activities and procedures for the involvement of parents.

Such programs, activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

LEA WRITTEN POLICY

LEA (District) Written Policy

Each LEA shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

The policy shall be incorporated into the Title I Plan.

LEA Written Policy

The policy should describe how the agency will:

- Involve parents in the joint development of the Title I Plan;

- Provide coordination, technical assistance and other support to participating schools in planning and implementing effective parent involvement activities;

LEA Written Policy

Build the school's and parent's capacity for strong parent involvement; (see handout on Building Capacity)

Coordinate and integrate parent involvement strategies with strategies under programs such as Head Start, Reading First, Even Start and other preschool programs;

LEA Witten Policy

Conduct an annual evaluation, with Parent Involvement, of the effectiveness of the policy and program; and

Involve parents in the activities of each participating school.

PARENT INVOLVEMENT

District Reservation (Set-Aside)

1% Set-Aside

Each LEA shall reserve/set-aside no less than 1% of it's Title I allocation for parent involvement if the allocation is greater than \$500,000.

PARENT INVOLVEMENT

Parent Input

Parents of Title I students shall be involved in the decisions of how funds are reserved for parent involvement activities.

PARENT INVOLVEMENT

Distribution of Funds

Not less than 95% of the funds reserved shall be distributed to schools served by Title I.

PARENT INVOLVEMENT

School Written Policy

Each Title I School shall develop with, agree on with and distribute to parents of participating children, a written parent involvement policy.

This policy will be made available to the public and updated periodically.

School Written Policy

The school may amend a current policy to meet the requirements of NCLB.

If the Title I Plan is not satisfactory to participating parents, they may submit comments to the LEA and those comments must be submitted with the Title I Plan.

School Written Policy

Each School Shall:

Convene an annual meeting for parents.

All participating parent shall be invited and encouraged to attend.

Offer a flexible number of meetings.

May provide transportation, child care or home visits with Title I funds.

School Written Policy

Each School Shall:

Involve parent in an organized, ongoing and timely way, in planning, review, evaluation and improvement of the Title I program.

School Written Policy

Each School Shall Additionally:

Provide parents with:

Timely information about Title I programs

Information about curriculum, assessment and proficiency levels

Regular parent meetings as requested

Parental Involvement

Parents Right-To-Know

At the beginning of each school year the LEA
MUST:

Notify parents that they can request the following
information about the following teacher
qualifications.

AND

Provide timely response to requests.

Parents Right-To-know

Parents must be informed that they can request the

Professional qualifications of teachers including:

Whether a teacher is licensed and properly endorsed;

Whether the teacher is under waiver, emergency or provisional status.

Parents Right-To-Know

Parents must be informed they can request:

The degree major, graduate degree and field of discipline of the teacher;

Whether the student is served by a paraprofessional and, if so, their qualifications.

Parents Right-To-Know

LEA Must Provide this additional information (without waiting for a request):

Level of achievement of the parent's child in each required assessment;

Timely notice that a child has been taught for four or more consecutive weeks by a teacher that doesn't meet the federal definition of highly qualified.

Parents Right-To-Know

Notice and information format:

Shall be understandable and in a uniform format;

In language parents can understand;

Information shall be disseminated in a manner that protects the privacy individuals.

Parental Involvement

Shared Responsibility for Achievement

Each Title I school shall develop with parents for all participating children served, a **school-parent compact** that outlines how parents, the entire school staff and students will share responsibility for improved academic achievement.

School-Parent Compact

The Compact Shall:

Describe the school's responsibility.

Describe the parent's responsibility.

School-Parent Compact

Compact (cont.)

Address the importance of communication between parents and teachers through:

Parent-teacher conferences.

Frequent reports to parents on their children's progress.

Access to staff, opportunities to volunteer and observe classroom activities.

Parental Involvement

Building Capacity for Parent Involvement

Ensure effective parent involvement and support a partnership among the schools involved, parents and the community, the LEA shall:

Building Capacity

Shall provide assistance to parents in understanding state's academic content standards, state and local academic assessments, state student academic achievement standards, and how to monitor a child's progress and work with educators to improve achievement.

Shall provide materials and training to help parents work with their children to improvement achievement.

Building Capacity

Shall educate all staff with the assistance of parents, in the value of parent involvement and:

- How to reach out to parents.**
- How to communicate with parents.**
- Working with parents as equal partners.**
- Implementing and coordinating parent programs.**
- How to build ties between parent and school.**

Building Capacity

Shall to the extent feasible, coordinate and integrate parent involvement programs and activities with other state, federal and local programs.

Shall ensure that information provided to parents is in an understandable format.

Building Capacity

Shall provide such reasonable support requested by parents.

MAY DO:

May involve parents in developing staff training.

May provide literacy training from these funds.

Building Capacity

May pay reasonable and necessary expenses of parents.

May train parents to enhance the involvement of other parents.

May arrange school meeting at a variety of times to maximize parental Involvement.

Building Capacity

May adopt and implement model approaches to parent involvement.

May establish a district wide parent advisory council.

May involve community-based organizations in parent activities.

AYP and Requirements for Districts and Schools in Improvement

- Under No Child Left Behind, schools not making AYP by meeting the Annual Measurable Objective (AMO) or Safe Harbor must take actions to assist students in making the required academic gains.
- These actions are cumulative in nature and must be performed by the schools/districts.

Requirements for Districts and Schools in Improvement

- Schools not making AYP the first year are put on the “Watch List.” Parents, teachers, and the public are notified about school not making AYP; no letter required.
- Schools not making AYP the 2nd year in a row go into Improvement Year One.
- Parents must then be informed of the school/district status in a letter.

Components of Letter to Parents

- 1. Information on how the school compares academically with other schools in the LEA and the State.
- 2. Why the school has been identified.
- 3. What the school is doing to address the achievement problem.

Components of Letter

- 4. What the LEA and SEA are doing to help to help the school to address the achievement problem.
- 5. How parents can be involved in addressing the achievement problem.
- 6. Parents' options to transfer their child to another school, and if applicable, obtain SES.

School Improvement Steps

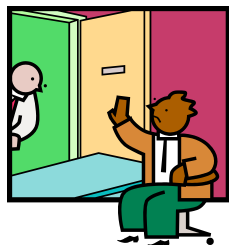
First Year (watch list)

Did not make
Adequate Yearly
Progress

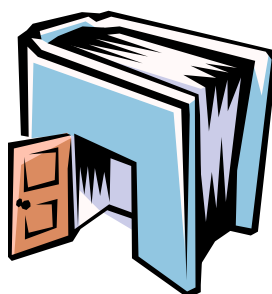
Year 3 Corrective

Action: Choice
Supplemental
Services

Take a Corrective
Action



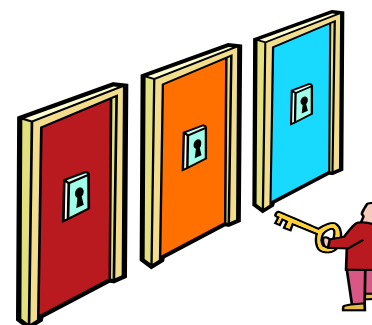
Second Year



Improvement
Year 1: Choice

Year 4
Restructuring
Choice
Supplemental
Services

Plan to Restructure



Improvement

Year 2: Choice
Supplement
Services

Year 5 Implement
Restructuring Plan
Alternate
governance
arrangement



School Improvement Plans

- Each Title I district must identify for school improvement any Title I school that fails to make AYP for two consecutive years. Identification must take place before the beginning of the school year following the failure to make AYP.
- Within 3 months, an identified school must develop a school plan, in consultation with parents, school staff, district, and outside experts.

School Improvement Plans

- **Must:**
- **cover a 2-year period**
- **incorporate strategies based on scientifically based research to address specific areas that caused the failure**
- **adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of raising student achievement to meet the State proficient level**

School Improvement Plans

- **assure that the school will spend not less than 10% of its Title I funds on professional development annually**
- **establish annual measurable objectives for continuous and substantial progress to ensure that each subgroup will meet proficiency within 12 years**
- **provide effective parent involvement**
- **incorporate, as appropriate, extended-time activities**
- **incorporate a teacher-mentoring program.**

School Improvement Plans

- **be implemented not later than the beginning of the next full school year following identification for improvement.**
- **Districts must review the plan, using a peer review process, within 45 days of receiving it and approve it if it meets the statutory requirements.**
- **Districts must ensure that the school receives technical assistance.**
- **Districts must provide all students in the school the option to transfer to another public school not identified for improvement unless there is no other public school in district and transfer to another district not practicable**

SCHOOL IMPROVEMENT YEAR 2

If a school fails to make AYP by the end of the first full year after identification, the district must—

- **continue to provide technical assistance**
- **continue to make public school choice available**
- **make supplemental educational services available (if not already doing so due to lack of public school choice).**

School Improvement Plans

Third Year

Corrective Action

- A district with a school in corrective action must take one or more corrective actions (consistent with State law) that substantially and directly responds to the consistent academic failure of a school and any underlying staffing, curriculum, or other problems in the school,

School Improvement Plans

Corrective Action

- AND is designed to substantially increase the likelihood that all students and each subgroup of students will meet or exceed the State's proficient levels of achievement on the statewide assessment. (Section 1116 of NCLB).

School Improvement Plans

Corrective Action Steps

- Identify and briefly describe the corrective actions the district has taken (or will take) with this school:
 1. Replace school staff who were relevant to the failure to make AYP.
 2. Institute and fully implement a new curriculum based on scientifically based research.
 3. Significantly decrease management authority at the school level.

School Improvement Plans

Corrective Action Steps (cont.)

4. Appoint an outside expert to advise the school.
5. Extend the school day or school year.
6. Restructure the internal organizational structure of the school.

School Improvement Plans

Fourth Year

Restructuring

- A district with a school in restructuring must take no more than one year to prepare a plan and make necessary arrangements for alternative governance and implement one of the actions listed below, consistent with State law. (Section 1116 of NCLB)

School Improvement Plans

Fifth Year

Restructuring

- Identify and briefly describe the alternative governance arrangements the district has taken (or will take) with this school:

School Improvement Plans

Restructuring Steps

1. Replace all or most of the school staff (including the principal) who were relevant to the failure to make AYP.
2. Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school.

School Improvement Plans

Restructuring Steps

3. Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school that has the promise of enabling the school to make AYP.

School Improvement Plans

- The template for the Title I school improvement plan can be found at the following URL:
- <http://www.opi.mt.gov/pub/pdf/titleI/08SIP.pdf>

Supplemental Educational Services

NCLB Requirements

- Required in year two of not making AYP, but year one if no school choice.
- Can consist of: tutoring, remediation, and other interventions.
- Must be outside of the regular school day.

NCLB Requirements

- Services must be research-based and of high quality.
- Specifically designed to increase student achievement.
- Aligned to state academic content standards.

Identification

- OPI identifies schools not making AYP, and their status in the process each year after the CRT scores are released and the appeal process is over.

Notification

- The SEA then notifies the LEA about their AYP status.
- The district/school then must notify the parents of eligible students that SES will be made available.

State Responsibilities

- Identify providers.
- Maintain a list of providers.
- Monitor services.
- Work with public to promote participation.
- Release the process for obtaining approval for SES.
- Develop criteria for approving SES providers.
- Publicly report on how SES providers are monitored for effectiveness.

SES Program Parameters

- The SEA may establish program criteria for providers to meet
 - Student-teacher ratios.
 - Acceptable rates.
 - Financial incentives.
 - Unfair business practices.
 - Preferential treatment.

SES Program Requirements

- High quality and ongoing professional development
- Strategies to attract highly qualified teachers
- Strategies to increase parental involvement
- Plans for assisting preschool children in the transition from early childhood programs to local elementary programs

Students with Disabilities

- Supplemental educational services must ensure that students with IEP (Individualized Educational Plans) and/or Section 504 status shall be accommodated per federal and state law.

Student Assessments

- Own assessments.
- Standardized assessments given by the LEA or SEA.
- Should be high-quality and research-based.
- SES and LEA/SEA should agree to which assessment(s) will be used.

Arranging for Services

- Parents may select any provider on the SEA approved list.
- LEA then enters into an agreement with the SES provider-contract.

SES Contract

- Specific goals for each student with parental input.
- A description of how progress will be measured and how info will be given to parents.
- Timetable for student achievement.
- Termination provision if the provider fails to meet student progress goals and timetables.

SES Contract

- Provisions for payment/missed sessions.
- Public disclosure provisions.
- Assurances that services will be consistent with applicable health, safety, and civil rights laws.

Funding

- Set asides from Title I or other sources
- Amount equal to 20% of Title I allocation
- Per pupil amount as determined by state Title I dollars.
- All low-income (free/reduced price lunch) students in school are eligible.
- If demand exceeds what the 20% will pay for, prioritize on academic need, lowest achieving students first.

What is a Statewide System of Support?

- Under NCLB states are required to develop a system to assist schools in corrective action and restructuring
 - Professional development
 - On-site assistance
 - Academic reviews
 - School coaches
 - Other



Identification



- Schools are identified yearly based upon the Adequate Yearly Progress (AYP) made based upon the MontCAS scores
- Improvement status is then established
- Schools in Corrective Action or Restructuring are then notified by the state of their status and the No Child Left Behind requirements

Pre-visit: Scholastic Review

- Members needed from SEA: OPI representatives (2)
 - Function: to meet with the board of trustees, district/school administrators, staff, parents, and community members at an open meeting of the board. This meeting will allow the OPI to discuss with these stakeholders the purpose behind the scholastic review. Questions and comments will be taken from these respective persons so they understand that process, and what will and will not be done.
- Meet with administrative team, district staff, board and community members, parents, etc.
- Discuss Corrective Action/Restructuring and relation to NCLB

Pre-visit: Scholastic Review

- Discuss the Scholastic Review Team, and its role
- The school portfolio and its contents
- Discuss the Correlates and Indicators booklet and how it is used
- Describe the overall process in whole

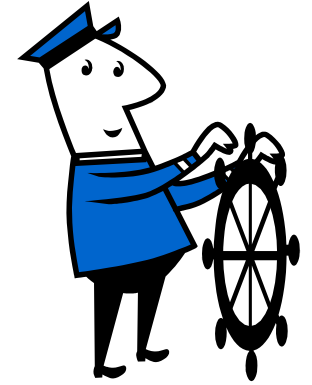
Pre-visit: Scholastic Review

- Not there to evaluate teachers or point fingers
- Exit interview
- Final report
- Action plans and their development
- Explain the role of the School Coach
- Long-term goals and assistance from the OPI and other organizations
- Secondary review and when it will happen

Scholastic Review Team

- Will consist of team leader and up to ten members depending on the size of the district/school.
- Will visit the school for a week and write the draft copy.
- Team leader and members will be a part of the OPI report review process.
- After the final draft is written, the roles of the team leader and team members will end for this district/school.

Team Leader



- Will set up schedule with school
- Coordinate the writing of the report
- Make sure all materials needed are supplied
- Assist the OPI in reviewing the report
- Make sure all materials are returned to the OPI
- Role with school will end



Team Member

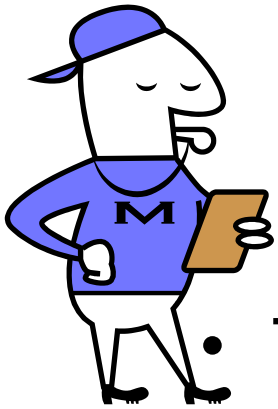
- Interview stakeholders of school
- Work on the draft report
- Assist the team leader and the OPI in reviewing the report
- Assist the team leader in making sure all materials are returned to the OPI
- Role with school will end

Post-visit: Scholastic Review

- Members needed from SEA: OPI representatives (2), and School Coach
 - Function: to meeting with the administrative team, board of trustees, staff, parents, and community to go over the report and recommendations; and for the school to meet its School Coach. The report should have already been sent to the school for initial review.
- Go over report
- Review recommendations

Post-visit: Scholastic Review

- Introduce the School Coach
- Review the role and responsibilities of the School Coach
- Times for the School Coach to be in the school
- Next meeting



School Coach

- The School Coach will work directly with a school or schools under Corrective Action or Restructuring to assist the school/district with the improvement process. The School Coach will work with the district and school staff, board of trustees, parents, and community to develop and implement a school improvement plan based upon the Scholastic Review performed by the Office of Public Instruction and School Support Team.

School Coach

- The School Coach will be an experienced educator/administrator with demonstrated success in improving student performance. The School Coach will facilitate the improvement process for the duration of the initial planning year and work with the district/school up to an additional two years, funding permitting, to assist with the implementation of the school improvement plan. The School Coach will coordinate resources, tools, and professional development opportunities and trainings to enable the district/school to build capacity to improve student learning.

School Coach

- The School Coach will work directly with the school leadership team to assist the district/school in building the capacity for improvement. The School Coach will meet regularly with the leadership team to coordinate efforts between the OPI and the district/school to provide guidance and professional development for school improvement.

School Coach

- The School Coach will devote an average of three to five days a month to the school. This time can be changed depending on the needs of the individual school. Specific timelines will be established to meet the goals of the school improvement plan. Goals and action plans will be updated and amended as needed by the requirements of the district/school.

Second Year Review

- Will be done one year after first visit-if requested
- Done in the spring
- Team will consist of three people
- Will look at progress toward accomplishing their action plans and not the correlates
- Full review will be done in two years



Services to Private School Students

- Issues can be grouped into several categories:
- Consultation
- Provision of Equitable Services
- Calculation of Equitable Services
- Selection of Participants
- Title I Funded Staff

Services to Private School Students

- Services Not to Benefit a Private School
- Contracts with Third Parties
- Evaluation of the Program
- Maintaining Control of the Program

Services to Private School Students

- **Consultation must, at a minimum, address the following:**
- How children's needs will be identified;
- What services will be offered;
- How and when decisions about the delivery of services will be made;
- How, where, and by whom services will be provided;

Services to Private School Students (Consultation cont.)

- How services will be assessed and improved based on assessment results;
- Size and scope of services;
- Proportion of funds allocated;
- Method for determining poverty data;
- Equitable services to teachers and parents of participants.

Questions

- Any questions on Part Three?

Video-Conference Follow-up Sessions

- March 12, 1:30 PM Services to Private Schools
 - Program repeated on March 13, 1:30 PM
- March 26, 1:30 PM E-Grant Applications
 - Program repeated on March 27, 1:30 PM
- April 2, 1:30 PM Serving At-Risk Students
 - Program repeated on April 3, 1:30 PM
- April 9, 1:30 PM SWP Services & Budgets
 - Program repeated on April 10, 1:30 PM
- April 23, 1:30 PM TAS Services & Budgets
 - Program repeated on April 30, 1:30 PM